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CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

The design of this research was a descriptive research. It was a kind of method that involved the collection of data for the purpose of describing existing condition. According to Best (1979) in Syafii (2016 p. 145), the descriptive method describes and interprets what condition or relationship that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. In addition,

According to Creswell (2005) in Septianur (2016), a quantitative research is type of educational research in which the research decides what to study, asks specific, narrow question, collects numeric (numbered) data from participants, analyzes these numbers using statistics and conducts the inquiry in an unbiased, objective manner. It means that descriptive quantitative research is the research where the research uses the statistic numeric to analyze the data. This research focused on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.

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B. Time and Location of the Research

This research was conducted from March to April 2018. The research was conducted at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru, located at Cipta Karya Street.

C. Subject and Object of the Research

1. Subject of the Research

The subjects of this research were the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.

2. Object of the Research

The object of this research was A Study on the Speaking Ability of the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.

D. Population and Sample

1. Population

According to Creswell (2012, p. 142), population is a group of individuals who have the same characteristic. The population of this research was the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru. Total of students as follows:

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Table III. 1
The Total Population of the Tenth Grade Students at
Vocational High School Muhammadiyah 3 Terpadu Pekanbaru

No	Class	Total
1.	X TKR 1	40
2.	X TKR 2	40
3.	X TKJ 1	40
4.	X TKJ 2	40
5.	X TSM	40
6.	X AK	40
7.	X ADP	40
Total		280

2. Sample

The researcher used simple random sampling technique to take sample of this research. Cohen (2007 p. 110) stated, "In simple random sampling, each member of the population under research is an equal chance of being selected and the probability of a members of the population being selected is unaffected by the selection of other members of the population". It means that every students of the tenth grade could be the sample of this research. The researcher took four students for each class and gathered them in a classroom. Arikunto (2010, p. 126) stated that if the population is more than 100, the sample should be taken 10% to 15% or 20% to 25% of the population. So, the researcher took 10% of the population which consist of 28 students.

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Table III. 2
The Sample of the Tenth Grade Students at
Vocational High School Muhammadiyah 3 Terpadu Pekanbaru

No	Class	Total
1.	X TKR 1	4
2.	X TKR 2	4
3.	X TKJ 1	4
4.	X TKJ 2	4
5.	X TSM	4
6.	X AK	4
7.	X ADP	4
Total		28

E. Technique of Collecting Data

In order to collect data in this research, the researcher used the following techniques:

1. Test

According to Cohen (2007 p. 421), test is subject to items analysis. Pertaining to definition above, Brown (2003 p. 3) said “a test is a method of measuring a person’s ability, knowledge, or performance in a given domain”. The point that examined could measure and evaluate the indicator of test that had been formulated in operational concept of speaking ability. The test tested orally based on the indicators of students’ speaking ability.

The researcher scored the speaking ability of the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru by oral presentation. There were five criteria that had been evaluated; they were pronunciation, grammar, vocabulary, fluency, and

comprehension. Those are components of speaking ability. The researcher used the scale rating scores of Brown (2003) as follows:

Table III. 3
Rubric of Assessing Speaking

No	Criteria	Rating Score	Comments
1.	Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2.	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most

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No	Criteria	Rating Score	Comments
			formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
4.	Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situations, including introductions, and casual conversations about current events, as well as work, family, and autobiographical information.
		1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	Comprehension	5	Equivalent to that of an educated native speaker.
		4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversations of non-technical subjects.
		1	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.

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Based on the student report cards in 2013 curriculum, the category of students' scores are as follow:

Table III.4
Category of Students' Scores

No	Score	Category
1	90-100	A (Very Good)
2	76-89	B (Good)
3	75	C (Enough)
4	<74	D (Less)

2. Questionnaire

According to Brown (2003), Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. The questionnaire consisted of 25 items and used to find out the most difficult component of speaking ability of the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru. The researcher used closed-ended questionnaire that provided two alternative responses; 'yes' and 'no'. According to Siniscalco and Auriat (2005), closed-ended questions ask the respondent to choose, among a possible set of answers, the response that most closely represents his/her viewpoint. Questions of this kind may offer simple alternatives such as 'Yes' or 'No'. They may also require that the respondent chooses among several answer categories, or

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that he/she uses a frequency scale, an importance scale, or an agreement scale.

In this research, the researcher asked the students to tick the chosen answer. The main advantages of closed-ended questions are:

- a. The respondent is restricted to a finite (and therefore more manageable) set of responses.
- b. They are easy and quick to answer.
- c. They have response categories that are easy to code.
- d. They permit the inclusion of more variables in a research study because the format enables the respondent to answer more questions in the same time required to answer fewer open ended questions.

However, the main disadvantages with closed-ended questions are:

- a. They can introduce bias, either by forcing the respondent to choose between given alternatives or by offering alternatives that otherwise would not have come to mind.
- b. They do not allow for creativity or for the respondent to develop ideas.
- c. They do not permit the respondent to qualify the chosen response or express a more complex or subtle meaning.
- d. They can introduce bias, where there is a tendency for the respondent to tick systematically either the first or last category, to

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- select what may be considered as the most socially desirable response alternative, or to answer all items in a list in the same way.
- e. They require skill to write because response categories need to be appropriate, and mutually exclusive.

Table III. 5
Blue Print of the Most Difficult Component of
Speaking Ability Questionnaire

Indicators	Number of Items	Items
Students' ability to produce differences among English phonemes and allophonic variants	5	1, 4, 11, 13, 20
Students' ability to reduce forms of words and phrases.	5	5, 7, 15, 18, 24
Students' ability to produce fluent speech at different rates of delivery.	5	2, 6, 9, 14, 17
Students' ability to use grammatical word classes.	5	8, 10, 19, 21, 23
Students' ability to express a particular meaning in different grammatical forms.	5	3, 12, 16, 22, 25

Technique of Data Analysis

The researcher analyzed the speaking ability of the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru based on the formula as follows:

$$N = \frac{R1+R2}{2}$$

Where:

N = Individual score

R1= Rater 1 score

R2= Rater 2 score